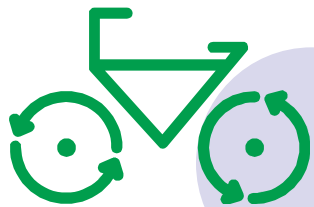


Year 6 Curriculum Information

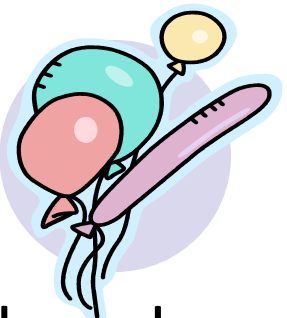


6M- Miss May
6G – Miss Gray

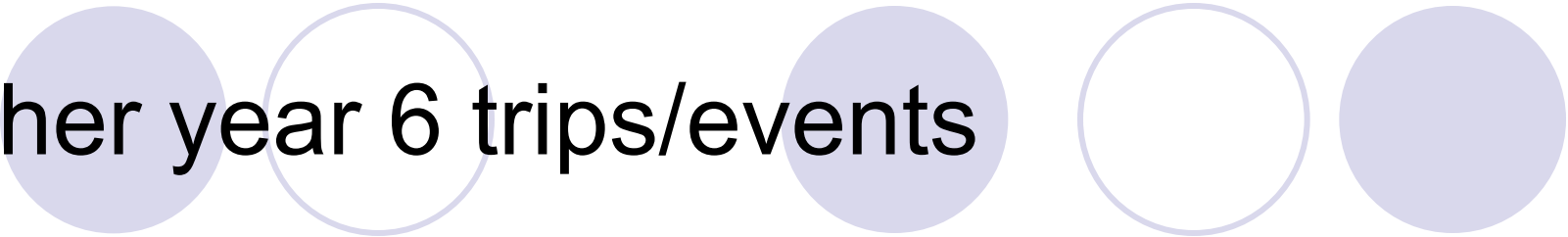
Learning Support Practitioners: Mrs Freedman



Some key events for Year 6:



- Cycling proficiency weeks beginning 15th March and 22nd March 2027 (some of the training will take place at risk assessed locations on quiet roads near to school) Richmond safety team have asked us to emphasise the importance of the children having road worthy bikes. If a child is unable to ride, a parent can book a free one-to-one cycle training session at https://www.richmond.gov.uk/services/roads_and_transport/road_safety/cycling_training/book_cycling_training in preparation for the Richmond Bikeability Level 1 & 2 cycle training in school
- Junior Citizens 11th March 2027 9:30 – 11:45
- SATs week is the week beginning the 10th May 2027
- Year 6 Residential trip (Barton Hall, Devon) 21st - 25th June 2027
- Leavers' assembly is Friday 23rd July 2027
- Last day for all pupils is Friday 23rd July 2027



Other year 6 trips/events

- Museum visit – Autumn 2/Spring 1
- VE Day celebrations
- Richmond Park
- Alligator's Mouth
- Production, Leavers Assembly, Leavers Disco

Information will be sent out nearer the time via Parent Mail

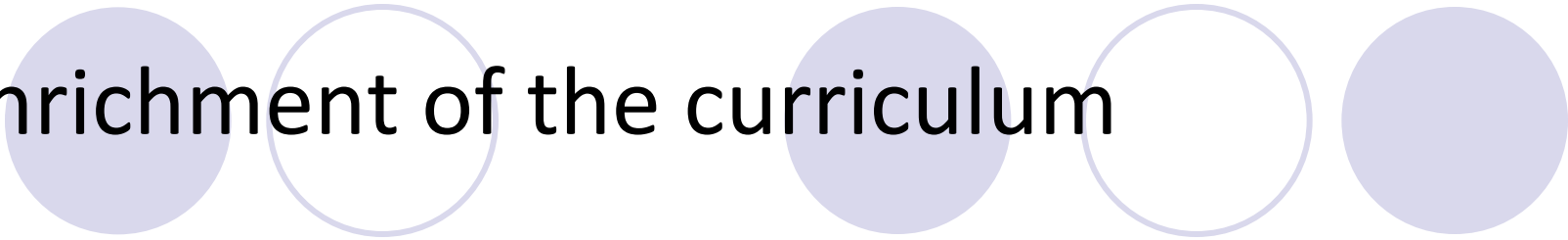
Relationships and sex education (RSE) in years 5 and 6

- In year 5, children were taught about puberty in boys and girls, as well as conception.
- In year 6, children will be taught about what happens from conception to birth.
- More information will follow in the summer term, when the final part of the programme is due to be taught.



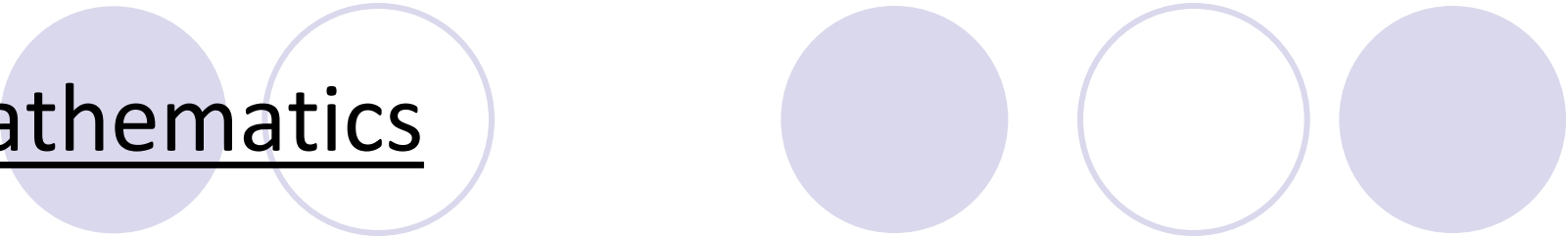
The Curriculum

- In Key Stage 2 we are following the National Curriculum; this is statutory. All children will be doing the following:
- **Core subjects**
- Mathematics – 1 session each day.
- English Writing– 1 session each day
- English Reading – 1 session each day
- Science – 1 session each week
- **Foundation subjects**
- History / Geography – 1 session each week (alternate half terms/terms)
- Art / Design Technology – 1 session each week (alternate half terms)
- Computing – 1 session each week
- PE – 2 sessions each week
- Music – 1 session each week
- PSHE – 1 session each week
- French – 1 session each week
- RE – 1 session each week



Enrichment of the curriculum

- Our ultimate aim is to provide a broad and balanced curriculum to inspire the children to become life long learners.
- Within everyday teaching.... We make our teaching as creative and practical as possible – we want the children to have fun.
- Within the school day.... We offer a number of activities provided by staff, parents and outside agencies. These include music lessons & French.
- After school... Choir, football, tennis, netball, cross country, street dance, gymnastics, international sports and other activities.



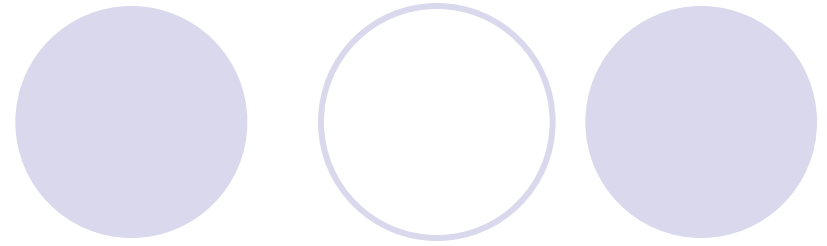
Mathematics

- Maths is taught daily for 1 hour.
- We focus on practical work, developing arithmetic calculation skills and problem solving/investigative mathematics. We also link maths to the real world where appropriate to make the subject more meaningful.

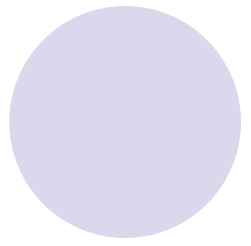
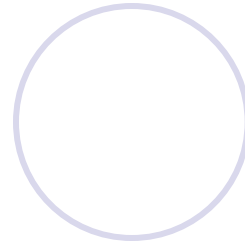
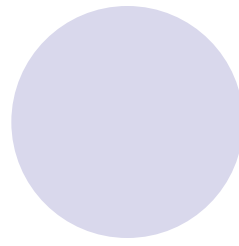
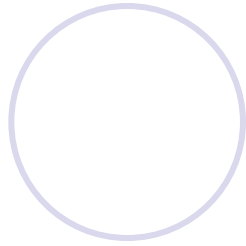
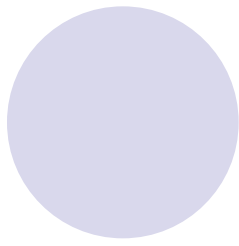
The main areas of maths

- Number and place value
- Addition and subtraction
- Multiplication and division
- Fractions
- Measurement
- Geometry
- Statistics
- Arithmetic
- Algebra (year 6 curriculum)

Mathematics Groups



- Children will be working within a group who are at a similar current attainment level to themselves. This is of benefit to all children as their individual needs can be targeted more efficiently.
- The children will be grouped based on teacher assessment. These groups may change over the year based on ongoing teacher assessment. The groups are taught by Miss May and Miss Gray.



Mathematics At Home

"Without mathematics, there's nothing you can do. Everything around you is mathematics."

- Albert Einstein

Maths Mindset

Promote a growth mindset and provide a supportive environment.

"I can do it"

"Mistakes are a part of learning"

Maths in Daily Life

- Recall of Maths facts on the way to school
- Cooking
- Shopping
- Time
- Money
- Games
- Numbers in the world

Maths Talk – Importance of Vocabulary

Correct Vocabulary is Key

Maths through Story Books -

<https://www.mathsthroughstories.org/recommendations.html>

English



- English writing is taught daily in hour long sessions.
- We cover a number of different genres over the year. There is also a GPS (Grammar, Punctuation and Spelling) focus during lessons and sometimes GPS (Previously called SPaG) may be taught in discrete lessons too.
- Over the course of the year the children will complete a number of pieces of writing, which are linked to a range of different books in a variety of genres.
- We have several reading comprehension sessions every week in class and children will be given opportunities to read (and be heard by a teacher) over the week. Children will then discuss and interpret the text and answer questions to check their understanding.

Year 6 Foundation subjects

- PE: Athletics, Gymnastics, Dance, Fitness, Basketball, Rugby, Football, Cricket.
- History and Geography: WW2 (2 half terms), Mountains, (Digital Mapping), Key Figures in History, Trade Around the World
- Science: Classification, Evolution, Electricity, The Body and Health, Light and Shadow.
- Art/DT: People in Action, DT(Waistcoats), Implementing Designs, DT (Automata Toys), Contrasting Designs, DT (Navigating the World
- RE: Morals, Life after death, Hinduism, Humanism, Race and diversity, Belief
- Computing: Communication, Web Page Creation, Variables, Spreadsheets, 3D Modelling, Sensing.
- Weekly Music, French, PSHE

In May 2027 the Year 6 children will take Statutory National Tests and Assessments.

- English grammar, punctuation and spelling (GPS)
- Reading
- Maths
- Writing (assessed by teachers)

All pupils sit the same tests.

Timetable



Monday 10th May – GPS Paper 1 and 2.

Tuesday 11th May – Reading Comprehension Paper

Wednesday 12th May – Maths paper 1: Arithmetic
Maths paper 2: Reasoning

Thursday 13th May – Maths paper 3: Reasoning

Key Stage 2 Maths

Paper 1: Arithmetic, worth 40 marks (from 36 questions) and taking 30 minutes.

Paper 2: Reasoning paper (approximately 20 questions) testing mathematical fluency, problem-solving and reasoning, worth 35 marks and taking 40 minutes.

Paper 3: Reasoning Paper (as above)

Children may only use resources provided to them for these tests.

Key Stage 2 Reading

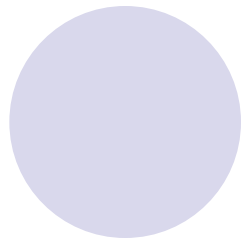
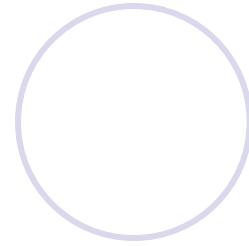
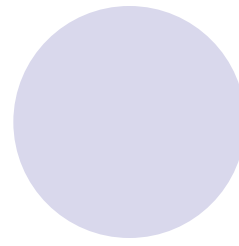
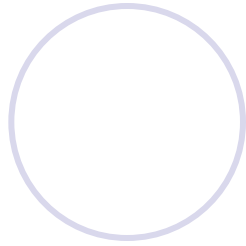
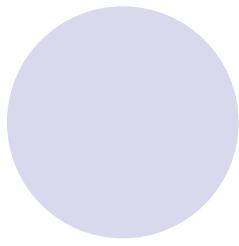
The reading test for Year 6 pupils will involve one paper (50 marks).

This paper is an hour long test; the texts in the reading paper will cover a range of fiction, non-fiction and poetry, and will get progressively more difficult towards the end of the test.

The children have a reading booklet (historically containing three separate texts, though this may change) and an answer booklet to work with during the hour.

There will be a variety of question types:

- **Explain words in context**
- **Retrieve and record information/identify key details (including True/False questions)** These questions will account for a large percentage of the test.
- **Summarise main ideas from more than one paragraph**
- **Make inferences from the text/explain and justify inferences with evidence from the text (this includes finding facts and opinions)** These questions will account for a large percentage of the test.
- **Predict what may happen from details (both stated and implied)**
- **Identify/explain how information/narrative content is related and contributes to meaning as a whole**
- **Identify/explain how meaning is enhanced through choice of words and phrases**
- **Make comparisons within the text**



Key Stage 2 Grammar, Punctuation and Spelling.

Paper 1: A 20 word spelling test taking approximately 15 minutes and worth 20 marks - roughly 30%.

Pattern words.

Paper 2: A grammar, punctuation and vocabulary test. Grammar questions feature most heavily, followed by punctuation and then vocabulary. 50 marks – roughly 70%.

This will involve a mixture of selecting the right answers e.g. through multiple choice, and writing short answers.

In preparation for the SATs exams the children

will be taught...

Exam skills

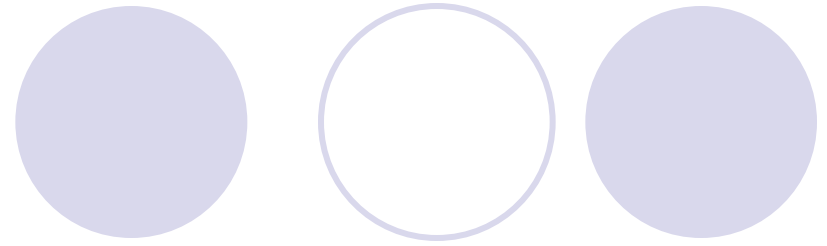


- They will learn how to use the allocated time to the best of their advantage to complete their tests as well as gain as many marks as possible.
- The best way to tackle questions will be discussed and advice will be given on what the examiner is looking for in an answer.
- The children will know that they should read the question carefully and re-read any wording that is in bold, to ensure that they answer it properly.
- They will be told at every stage what they need to do to gain more marks and improve.

In preparation for the SATs exams, some children may attend booster classes

- Later in the year, some children will be invited to attend booster sessions.
- These classes will be taught by our own teaching staff.
- These classes will be after school and are for children who need to be given a boost to achieve their full potential.
- Teachers will identify the children through in-school assessments and individual invitations will be sent out.
- If your child is offered a place, a commitment to attend every session will be needed.
- Booster groups will be very small (not every child will need it, so there is no need to worry if your child is not asked to attend).

Reporting of results



- Children will receive a raw score in Reading, GPS and Maths which will be converted to a scaled score by the government (the conversion table used is published along with SATs results in July).
- The benchmark scaled score will be 100, representing expected attainment at the end of Year 6.

Key Stage 2 Writing

Writing will be teacher assessed using a range of work the children have produced across the year.

The children's writing is moderated alongside other schools and English leads from the borough.

The writing is now linked to a book and this will be highlighted in the curriculum summaries.

Working towards the expected standard

The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list*
- write legibly.

Working at the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.

Working at greater depth

The pupil can:

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing³ and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.

[There are no additional statements for spelling or handwriting]

Tests are set and marked externally (the only exception being in Writing).

Your child's results will be reported back to the school and your child's attainment in the tests will be reported to you.

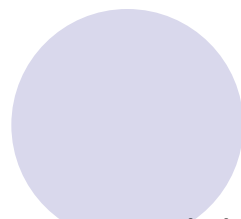
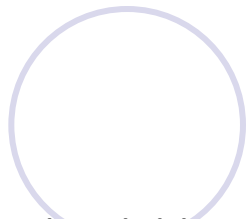
Separate to the tests, and taking into account all of your child's work over the year, teachers will inform you through summer reports whether your child is ***working towards, working at or working at greater depth within the national expected standards.***

NB: Writing is the only area in which it is currently possible to achieve 'Greater Depth' within/using current government guidelines.



Independent School Reports

- In the process of making decisions about your child's next phase of education you may ask us to provide reports for independent schools.
- The last date to request a report/reference will be emailed to you by Mrs Cox shortly.
- Please see Mrs Cox if you have any questions.

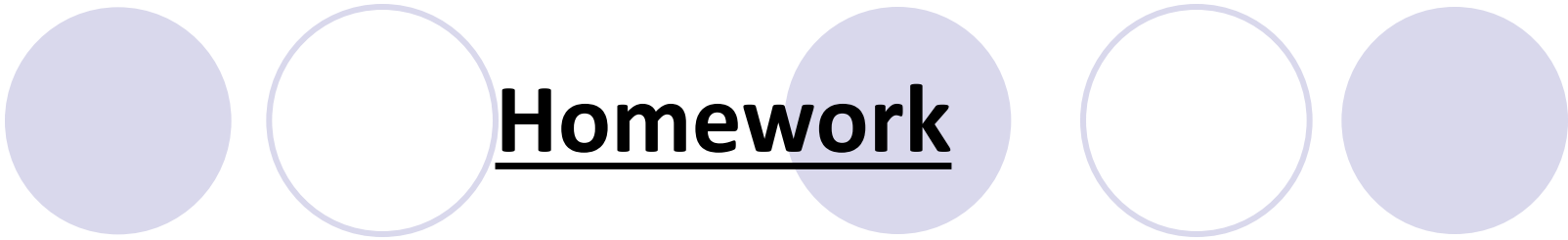


We do not want the children to be stressed or worried throughout their final year at primary school. So it is important that they try to do the following:

- Complete all given homework on time and hand it in on time. It will be given out on a Thursday (on Google Classroom) and collected in on Tuesdays. As well as this, spelling tests will be completed weekly in their homework books.
- Spellings are now required to be written in sentences each week, so that these words can be added to the children's own vocabularies.
- Reading journals must also be completed weekly, so that we can monitor that the children are reading regularly at home.
- Learn/ practise information when it has been asked of the children.

We ask that the children try as hard as they can throughout the year and if they are worried about anything then they can come and talk to us and we will try to help them.

Parents should not be stressed either as the children will pick up on this. The children have been well prepared and will take things in their stride. We will ensure perfect calm at school - please do so at home too!



Homework

- All homework is set on Google Classroom.
- Weekly:
 - Maths
 - English
 - (Comprehension or GPS)
 - Spelling

- All homework is to be completed, unless otherwise stated, in your child's yellow homework book.
- Set on Thursday
- Must be with your child on Tuesday.

Marshgate Rules



Ready

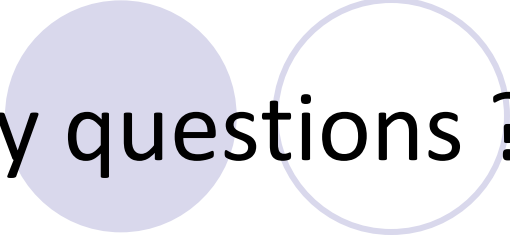


Respectful

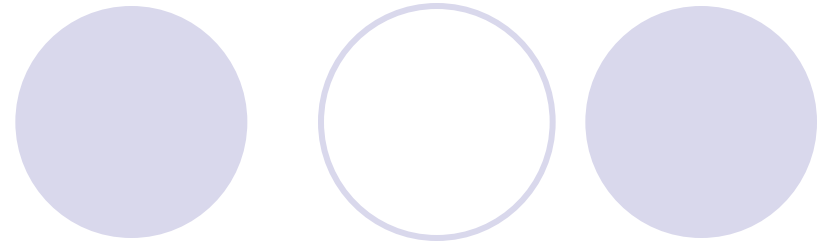


Safe



A decorative element consisting of two overlapping circles. The left circle is solid light purple, and the right circle is a light purple outline.

Any questions ?



Thank you for attending.